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ABSTRACT

Twelve members of school faculty and staff participated in a refined competency-based continuation of a pilot program to train individuals to function as placement coordinators in their schools in southern Illinois. Participants enrolled in a weekly placement seminar on campus for the 1978-79 academic year and in a continuous supervised internship in their schools which required them to operate a placement service. Summer internship experiences were provided by agencies other than their local school system. Project objectives were to (1) refine and amplify the identified competencies necessary for an individual to function as a job placement coordinator, (2) provide a training course for coordinators, (3) test the refined competencies for incorporation into a transportable model, and (4) evaluate the impact of program completers. Conclusions indicate that the placement coordinator training benefited the local education agency (LEA) and the participant; the transportable model developed represents an effective training system; LEAs participating in the program make greater developmental progress; and success in the development of an effective placement service is affected by an effective placement coordinator training program, LEA support and developmental initiative, and the acceptance of the school-based placement coordinator by school faculty and administrators, parents, business, and students. (YLB)

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# CONTINUATION OF PILOT PROGRAM FOR TRAINING PLACEMENT PERSONNEL

Southern Illinois University at Carbondale

Department of Vocational Education Studies

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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ACKNOWLEDGEMENTS

Sincere appreciation is extended to IOE/DAVTE for support of the "Continuation of Pilot Program for Training Placement Personnel." Local education agencies must be commended for their participation in the project. It was only because of cooperation and their commitment that this project was made possible. Additionally, the project staff wish to congratulate the project participants who successfully completed the prescribed training program.

It is the collective opinion of this project's staff, project interns, and cooperating school administrators that placement is of major importance to the success of any LEA's total educational program. It is obvious that learning experiences have not been confined to project participants. It is believed that because of intern involvement with community leaders, businessmen, and civic organizations that these groups, too, have been recipients of a learning experience concerning new directions that schools are just now beginning to rediscover.

A special thanks to Bob Sazama, the project's graduate assistant. He coordinated the day to day activities of the project for three busy staff members.

Project participants were encouraged by the successes of past project completers. We wish to thank all past project participants for their continued efforts in placement activities. As the project begins a fourth year, we feel confident that the training of school personnel in placement services will allow them to better serve their school's clientele and their respective communities.

Wayne S. Ramp, Project Director
Richard D. Boss, Assistant Project Director
Harvey S. Ideus, Principal Investigator

ABSTRACT

Twelve placement project participants were selected from nominations made by Southern Illinois school administrators. These students were enrolled in a refined competency based continuation of a pilot program to train individuals to function as placement coordinators in their respective schools. Participants were enrolled in a weekly placement seminar on-campus for the entire academic year 1978-1979, and in a continuous supervised internship in their respective schools which required them to operate a placement service. Summer internship experiences were provided by agencies other than their local school system.

Placement project participants received a waiver of tuition and fees at Southern Illinois University at Carbondale for the project year. Additionally, participating schools received financial assistance from the project's funds to defray travel and local placement services implementation costs. Participating schools agreed to provide office space and a two hour released time block each day for their placement intern.

Specifically, project objectives were as follows:

1. Refine and amplify the identified competencies necessary for an individual to function as a job placement coordinator.

2. Provide a training program based on identified competencies to 12 prospective placement coordinators through coursework, seminars, workshops and internships.

3. Competencies have been refined from the FY 77 Pilot and the FY 78 Continuation project. Testing of this refinement for FY 79 will be undertaken and incorporated into the transportable model being developed.

4. Evaluate the impact of the FY 78 program completers in terms of the FY 79 school assignments and evaluate FY 79 program completers in terms of their FY 80 school assignments.

5. Prepare 100 copies of the final report for dissemination.

Throughout the project, a weekly internal evaluation was held by the project staff. An evaluation instrument was used by the participants to rate each week's seminar and participants evaluated the entire project on the DAVTE Workshop Evaluation Participant's form. The ultimate evaluation of the project will be based upon the acceptance of the transportable model by those training placement coordinators.

## PROCEDURES OF IMPLEMENTATION

### Recruitment and Selection

During the months of July and August 1978, administrators of Southern Illinois secondary schools and community colleges were solicited to nominate members of their school faculty and staff as prospective participants. From the nominations received, the project staff selected twelve persons. The background and experience of the participants ranged from welding instructor to cooperative education coordinator. Most were vocationally oriented with work experience outside the education system.

The two criteria employed in selecting project participants were the commitment of the nominating school to placement and the desire of the prospective students to be involved in the program. Of the initial twelve project participants, two voluntarily terminated their project affiliation after the first semester. Both of these mid-year vacancies were filled by individuals from community colleges in Southern Illinois.

A complete listing of project participants selected is as follows:

Francis Boyd, Coop Coordinator, Mt. Vernon Area Vocational Center.

John Brillhart, Counselor, Dupo High School.

Mary Ann Kluge, LD Coordinator, Tamaroa High School.

Nathaniel McKnuckles, Administrative Assistant, Rock Jr. High School, E. St. Louis, Illinois.

Linda Mitacek, Coop Coordinator, Eldorado High School.

Kathryn B. Parrish, Project Rebound Coordinator, Carbondale Area Vocational Center.

Norma L. Parrish, Counselor, Cobden High School.

Don Siefert, Vocational Graphics Instructor, Carbondale Area Vocational Center.

Don H. Wasson, Welding Instructor, E. St. Louis Senior High School.

Selected and withdrew after Fall, 1978:

Wayne Dunn, Counselor, Vienna High School.

Edwin B. Jeffress, Science Instructor, Vienna High School.

Selected and withdrew after Spring Semester, 1979:

Preston B. Fleischmann, Placement Coordinator, Beck Area Vocational Center, Red Bud, Illinois.

Added to project Spring Semester, 1979:

Jack Fyke, Placement Coordinator, Rend Lake Community College.

Jon Rivers, Drafting Instructor, John A. Logan Community College.

Project participants received a waiver of tuition and fees at SIU-C for two semesters and the 1979 summer term. Participating LEAs received $300 per semester and $200 for the summer session from project funds for financial assistance to cover intern traveling expenses and placement center implementation costs. An integral portion of each intern's project contract called for the LEA to provide the intern with at least two hours per day of released time to devote to placement activities with the LEA and local community. Additionally, the LEA was to provide the intern with office space and an area to serve as a placement center. An on-site supervisor of the intern was to be provided by the LEA.

The local school internship supervisor provided day-to-day support and guidance to interns in establishing placement activities. Internship supervisors submitted evaluation reports of their intern's activities on a semester basis to the project staff. Evaluation of intern progress was also provided by visits to the participating LEA, by project staff personnel.

Interns were required to maintain and submit to the project staff a daily log of performed placement activities. These activities were coded in relation to the five competency areas. Logs were collected weekly and evaluated by project staff to measure the intern's progress in mastering placement competencies and providing formalized placement services to their LEA.

Each semester, participants recieved three semester hours credit for internship activities in their LEA and three semester hours credit for participating and contributing to the weekly seminar. Seminars were designed to elicit the free exchange of ideas in order to facilitate learning from one another, as well as from project staff and resource personnel.

Fall semester seminar classes were designed to help the participants plan and implement placement services in their LEA. Additional investigation was given to competency identification, placement linkages, and placement information. Seminar classes during the second semester were designed to develop additional competency in the utilization and development of placement linkages and the administration and management of a placement service.

Summer session activities included an internship outside of the LEA and seminars devoted to grant and proposal writing for the establishment of a school based placement center. The completion of the grant and proposal writing experience, aside from providing proposal writing experience, compelled the participants to organize a total program of placement services, set priorities, examine existing school resources, compile demographic information, and design follow-up and evaluation procedures.

## CONTRIBUTIONS TO VOCATIONAL AND TECHNICAL EDUCATION

The Continuation Pilot Program For Training Placement Personnel was initially funded by IOE/DAVTE during FY 77. The original project and the current project continuation were conceptualized in response to the national and state-wide emphasis upon the desirability and need for LEA's to provide placement services for students. This need for formalized LEA placement services will require a cadre of trained placement personnel if this educational thrust is to become a reality.

A preliminary review of literature was conducted FY 76 to determine competencies necessary for practicing placement personnel. Throughout the Fall of 1976 and the Spring of 1977, the preliminary competencies were reviewed and refined based upon the information gathered from additional review of research, the project staff and interns, DAVTE consultants, project resource personnel, and practicing placement coordinators.

The resulting modified list of competencies was then incorporated into a survey instrument designed to gather data regarding both the relative importance of each competency and the most appropriate training method for mastery of each competency. The survey instrument was administered to the directors of five Illinois Career Assistance and Placement Services (CAPS) and fifteen Pilot Exemplary Placement Program (PEPP) sites for validation by practicing placement personnel.

One of the ultimate objectives of the project was to develop a transportable model for use in other institutions for training personnel in placement activities. Additional research was conducted by project staff to ascertain the best model for transportation. A model was selected and the completed transportable model, with refinements made during FY 79, is presented in Appendix A.

This model was used as the guide in training placement participants for FY 79. Only minor changes in word usage were made from the FY 78 model. FY 79 interns were asked to evaluate the entire training program as built around this model. The results of this evaluation are presented in Appendix B. The model encompasses training in five areas. The model's competency areas and associated performances are found on the following five pages.

## I. SERVICES TO SCHOOL PERSONNEL

COMPETENCY: The placement coordinator will be able to work within the school environment with all personnel involved in the total education process.

PERFORMANCES:

1. Communicate with library personnel and utilize their skill in maintaining a library of current career information.
2. Assist colleagues and others in the interpretation and utilization of follow-up data.
3. Utilize follow-up data from a variety of sources to effect change in the operation of the school. (e.g., administration, teaching content, counseling, and curriculum development)
4. Confer with colleagues regarding individual student needs or difficulties associated with student placement.
5. Inform school colleagues of placement processes, activities, and encourage their participation.
6. Identify and describe the placement processes, career development, and career decision making theories to faculty and administrative personnel.
7. Encourage teachers in all academic areas to develop units of study concerned with occupations and career information.
8. Become a teaching resource person on career information and assist faculty personnel to utilize this information in daily teaching activities.
9. Encourage all school personnel to assist in the placement process.

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7. Encourage teachers in all academic areas to develop units of study concerned with occupations and career information.
8. Become a teaching resource person on career information and assist faculty personnel to utilize this information in daily teaching activities.
9. Encourage all school personnel to assist in the placement process.

## II. SERVICES TO EMPLOYERS

COMPETENCY: The placement coordinator will have the ability and skills to work with local, regional, state and national employers in satisfying their employment needs.

PERFORMANCES:

1. Initiate personal contact with all local employers to determine their present and future labor force needs.
2. Work with regional, state, and national employers to develop comprehensive understanding of correct working procedures for fulfilling employer needs; to include, delineation of job requirements and job application procedures.
3. Communicate to potential employers information regarding personnel available for employment.
4. Communicate with potential employers placement service information that your office has available concerning LEA's educational programs.
5. Establish an external advisory board.
6. Conduct an occupational analysis to identify the qualifications required for pre-entry into specific occupations in the local community.
7. Orient employers to the school based placement services program.

## III. ADMINISTRATIVE DUTIES AND SERVICES

COMPETENCY: The placement coordinator will have the ability to organize, direct, and maintain the functions of the placement services office located within the school.

PERFORMANCES:

1. Design and develop a total placement record keeping system.
2. Design and develop a functional office and/or working space for the placement services within the school to be accessible to all students.
3. Design, utilize, and interpret tools and techniques of data collection; such as, questionnaires, interviews, and tests.

4. Maintain a collection of free take-out career information within the placement office and encourage students to take advantage of this material.

5. Accurately and systematically report relevant information to the chief school officer; such as, follow-up, occupational location, status, and performance of past students.

6. Coordinate the functions of the placement services office with other school administrative offices.

7. Insure that the placement services office works with and through faculty committees.

8. Join with other people who choose to advance the role and profession of placement coordination.

9. Design a filing system for student records, lists of employers, technical schools, colleges, and job information.

10. Secure bulletin board space designated only for posting placement materials.

11. Prepare quarterly reports of placement activities for dissemination to administrative and supervisory personnel.

## IV. SERVICES TO STUDENTS

COMPETENCY: The placement coordinator will possess the ability and skills to provide services to all students by assisting them in securing suitable employment, satisfactory training within the local school, and/or additional training or education beyond the local school which will prepare them for entrance into the world of work.

PERFORMANCES:

1. Assist students in making course selections based on assessments of job interests, abilities, and aptitudes.

2. Conduct interviews for assessing student interests, abilities, and aptitudes in relation to job placement.

3. Interpret information from student records and tests for assessing interests, abilities, and aptitudes.

4. Select, screen, and refer students for employment and educational opportunities.

5. Confer with students regarding placement progress, problems and/or difficulties.

6. Teach students viable procedures for obtaining employment, utilizing interview techniques, writing resumes, filing applications for employment, etc.

7. Refer students for testing to obtain additional data to assist in interpreting individual strengths and weaknesses.

8. Communicate to students the legal aspects of placement with respect to labor laws and regulations regarding the employment of minors and minorities.

9. Provide the student with realistic work activities within the educational environment by utilizing employers, labor union representatives, and others for school workshops and courses and/or field trips.

10. Utilize, implement, or create audio-visual systems and other sources of media to stimulate pre-employment skill training.

## V. SERVICES TO COMMUNITY

COMPETENCY: The placement coordinator will have the ability to implement and maintain community contact, thereby being able to promote placement services within the community.

PERFORMANCES:

1. Interpret data and analyze future occupational needs from local, regional, state, and national labor market projections.

2. Inform private and governmental employment agencies of available personnel from secondary and/or community college programs.

3. Publicize follow-up findings.

4. Inform the public about placement service activities through utilization of the mass media, such as local newspapers, radio and television; and through specialized

delivery systems, such as local employment agencies, school faculty and administration, community speaking bureaus and school newspapers.

5. Acknowledge and utilize assistance and support from students, parents, faculty, administration, and community resources.

6. Confer with parents on the scheduling of instruction, placement, and/or follow-up of students.

7. Plan and develop special activities such as Career Day, radio talk shows, panel discussions, committee meetings, and speeches at local civic groups.

8. Utilize a membership in civic clubs, professional organizations, and other groups within the community.

## PRODUCTS DELIVERED

The products delivered consisted of the Final Report - August 31, 1979, which contains the developed transportable model found in Appendix A. This report was delivered to the Illinois Office of Education, Department of Adult, Vocational and Technical Education in Springfield, Illinois. Copies of the final report may be obtained by contacting the office of DAVTE or:

Dr. Wayne S. Ramp, Project Director
Occupational Education Program
Department of Vocational Education Studies
Southern Illinois University
Carbondale, Illinois 62901

## PAID PARTICIPANTS IN ACTIVITY

During the operational existence of the project, many individuals of diverse backgrounds contributed to the planning, implementation, operation, and evaluation of the Continuation of Pilot Program for Training Placement Personnel [illegible] The sincere dedication and cooperation of project interns, their school administrators, school boards, and supervisors were essential to the attainment of program objectives.

The paid project staff consisted of two professors in the Department of Vocational Education Studies, the director of SIU-C Career Planning and Placement Center, and one graduate assistant. A one page resume for each of these individuals is presented in Appendix C.

## PROJECT PARTICIPANTS

The vitae of the twelve PPTPP program participants, presented in Appendix D, portrays a diversity of educational and professional backgrounds. Each individual's unique experience proved to be a source of enrichment to other project participants. The range of expertise, school settings, and school assignments represented by the project's participants contributed greatly to the formulation of a comprehensive view of placement and improved the problem solving strategies of each individual in the group.

## RESOURCE PERSONNEL

One of the keys to the success of a placement training program is the development and utilization of placement linkages. Resource personnel were solicited to conduct seminars for the placement project. Resource personnel and their specialties are presented in Appendix E. These individuals were invaluable in serving as experts in their particular area of specialization.

## INTERNS, ADMINISTRATORS, AND SUPERVISORS

Intern names with their 1978-1979 school assignments are portrayed in Appendix F. Also presented are the intern's supervising administrators and their summer internship assignments and supervisors.

## OBJECTIVES AND ACCOMPLISHMENTS

The following objectives were established to guide the development, implementation, operation, and evaluation of the Continuation of Pilot Program for Training Placement Personnel. A statement of each objective is followed by an evaluation assessment.

1. Refine and amplify the identified competencies necessary for an individual to function as a job placement coordinator.

ASSESSMENT: Five major competency areas with delineated performances under each area were developed into a transportable model during FY 78. This model is presented in Appendix A. FY 79 interns were required, on a weekly basis, to record or log their placement activities in reference to the prescribed activities found under each competency area.

2. Provide a training program based on identified competencies to 12 prospective placement coordinators through coursework, seminars, workshops, and internships.

ASSESSMENT: Twelve intern participants were selected and enrolled in a competency based training program for placement personnel. Two of these original interns terminated their involvement with the project at the end of the Fall Semester 1978, and both of these positions were filled. At the completion of the project, ten of the original twelve participants had completed the entire twelve month program. The interns added to the project the beginning of Spring Semester completed two terms of training.

The project interns were provided with a competency based training program consisting of weekly seminars, a two hour per day in-school internship, in some cases a summer internship in agencies other than the local school, and during the summer term six eight hour day class meetings in proposal writing. Specific programs were designed for each project intern and modified as individual educational weaknesses or needs became apparent. Each intern's placement activities were evaluated by an in-school supervisor, on-site visitations by project staff, seminar participation, and completion of seminar assignments. Additionally, interns were required to compile daily logs throughout the FY '79 school year. A sample log appears in Appendix G.

3. Competencies have been refined from the FY 77 Pilot and FY 78 Continuation Project. Testing of this refinement for FY 79 will be undertaken and incorporated into the transportable model being developed.

ASSESSMENT: Based on the identified competencies, intern experiences and recommendations of resource and consultant personnel, a model system of instructional strategies has been developed and presented in Appendix A. This model was used as the guide in preparing weekly seminar sessions and as a self-study instrument by interns. Interns were given opportunities to revise, rework, and rewrite competencies and performances. Only minor charges were made in the FY 78 model. These changes were incorporated into the FY 79 model. It was felt by the FY 79 interns that the model should remain as it is and be evaluated by the FY 80 participants.

4. Evaluate the impact of the FY 78 program completers in terms of their FY 79 school assignment, and evaluate FY 79 program completers in terms of their FY 80 school assignments.

FY '78 Completers And Their FY '79 Assignments

1 completer spent 50% of his/her time performing placement activities.

1 completer spent 33 1/3% of his/her time performing placement activities.

2 completers allocated 10% or more of their time to placement.

6 completers did not function as a placement coordinator.

0 completer helped supervise the activities of a newly hired individual who devoted 50% of his/her time to placement.

FY '79 Completers And Their FY '80 Assignments

During the school year 1979-1980, what percent of your time will be spent working as a placement coordinator?

| | |
|---|---|
| 1 90% - 100% | 1 40% - 49% |
| 0 80% - 89% | 1 30% - 39% |
| 0 70% - 79% | 4 20% - 29% |
| 1 60% - 69% | 1 10% - 19% |
| 2 50% - 59% | 1 less than 10% |

5. Prepare 100 copies of the final report for dissemination.

ASSESSMENT: One hundred copies of the final report have been printed and forwarded to DAVTE for dissemination.

## MAJOR ACTIVITIES AND EVENTS

The project staff, along with FY 79 participating interns, attended the First Annual Conference on Pre-Employment & Placement, October 12 and 13, 1978, Springfield, Illinois. Two project staff members, Dr. Harvey Ideus and Dr. Wayne Ramp, were members of the conference's planning committee. Steve Pollock, a FY 77 placement intern, was the principal organizer of this conference.

Dr. Ramp and Dr. Ideus were both program presenters at the conference. In addition, Mary Lou Hawkins and Art Saunders, interns for FY 78, were also program presenters at the conference.

The October 20, 1979 class meeting was held at the Career Placement Center at Salem High School, Salem, Illinois. Stan Hughes (FY 77 placement intern), Mary Lou Hawkins and Jan Stuart (FY 78 placement interns) explained the planning, direction, and operation of their school-based placement service. The staff at Salem also arranged to have Barbara Renfroe, personnel manager, World Color Press, explain how the local employer works with the placement program at the Salem High School.

On March 5, 1979, a tour of the Missouri Pacific Railroad home office located in St. Louis, Missouri, was taken by the entire class. Mr. Rodney Rea of MOPAC arranged to have department heads of each of the railroad's major divisions address the class in reference to employment and training programs.

## PUBLICITY ACTIVITIES

Publicizing the program and attempting to make it more easily accessible to LEA's in Southern Illinois have been continuous activities. Mailings to area LEA's announcing the continuation of the project have been completed. An example of mailed materials is presented in Appendix H. This same

letter appeared in the newsletters of the Career Guidance Centers in Regions 13 and 14.

A designated activity for each intern involved coverage of his/her program by the local media. Participating interns from Carbondale and Mt. Vernon received local radio coverage of their programs. Participating interns from other LEA's had their programs publicized in their respective local newspapers.

## DISSEMINATION ACTIVITIES

As per agreement with DAVTE, 100 copies of the final report were transmitted to the state office. Copies were also provided to participating interns, participating LEA supervisors, resource personnel, and to individuals on a selected mailing list.

## EVALUATION

### External Review

Each administrator of participating LEA's was asked to evaluate the project in terms of its suitability as a continued activity and whether the hiring of a full-time placement coordinator could be justified in their LEA. The responses to the survey are summarized below:

1) Do you feel that placement services should be provided by the local school district?

| | YES | NOT SURE | NO |
|---|---|---|---|
| Number of Responses | 12 | 0 | 0 |

2) Does your district have a full-time placement coordinator?

| | YES | NOT SURE | NO |
|---|---|---|---|
| Number of Responses | 1 | 0 | 11 |

3) Does your district have plans to hire a full-time placement coordinator?

| | YES | NOT SURE | NO |
|---|---|---|---|
| Number of Responses | 3 | 6 | 3 |

4) Was your participation in the PPTPP valuable to your district?

| | YES | NOT SURE | NO |
|---|---|---|---|
| Number of Responses | 12 | 0 | 0 |

5) Has your intern's participation in the project been of direct benefit to your district?

| | YES | NOT SURE | NO |
|---|---|---|---|
| Number of Responses | 12 | 0 | 0 |

6) Should an individual who is to function as a placement coordinator receive some type of training?

| | YES | NOT SURE | NO |
|---|---|---|---|
| Number of Responses | 12 | 0 | 0 |

7) Would your district participate in this project again if given the opportunity?

| | YES | NOT SURE | NO |
|---|---|---|---|
| Number of Responses | 12 | 0 | 0 |

8) Would you recommend participation in the project to a district which has not previously participated?

| | YES | NOT SURE | NO |
|---|---|---|---|
| Number of Responses | 12 | 0 | 0 |

9) Is the teaching of pre-employment skills a part of the curriculum in your district?

| | YES | NOT SURE | NO |
|---|---|---|---|
| Number of Responses | 8 | 0 | 4 |

10) Could the hiring of a full-time placement coordinator be justified in your district?

| | YES | NOT SURE | NO |
|---|---|---|---|
| Number of Responses | 8 | 2 | 2 |

Internal Review

A continuous review of the effectiveness of the PPTPP was conducted by the project staff, project interns, and LEA internship supervisors. The focus of the intern evaluation process was measurement of progress made in fulfilling project objectives by evaluating each weekly seminar presentation, identifying through recorded log activities the degree of competency attainment, and reviewing the intern's degree of success in implementing placement services in their LEA.

Each week's seminar presentation was evaluated by the participants using a modified DAVTE Workshop Evaluation participant's form. These evaluation forms were reviewed weekly by the project staff to determine whether the seminar's objectives had been met. Based on this seminar review, future seminar topics were planned, revised, or eliminated. Periodic formal and informal discussions between the project staff, interns, and intern supervisors were conducted to identify PPTPP strengths, weaknesses, or redundancy.

The professional development of participants in implementing placement services in their LEA was evaluated by project staff visitations, the LEA intern supervisor, and, when appropriate, by the external agency -- the summer internship supervisor. Evaluations of individual students were based on participation during seminars, written and oral seminar assignments, on-site LEA visitations, and careful scrutiny of intern placement daily activity logs.

Participants were also evaluated by their respective school supervisors on their performance as placement coordinators. A sample of this developed evaluation form is presented in Appendix I. The results of these performance evaluations were collected from supervisors each

semester. The same process was used to collect performance evaluations from the non-school internship supervisors of those interns participating in the summer practicum.

Quantitative and qualitative information was obtained at the end of the school year for each program represented in the project. In addition to data regarding costs and actual placements, an assessment of the effect placement activities had in the school system was made. This information is portrayed in Appendix J.

A final evaluation of the total training program was conducted during the last seminar meeting of project participants. At this time, interns filled out WORKSHOP EVALUATION Participant's Forms reviewing the total program. The results of this evaluation are presented in the composite WORKSHOP EVALUATION Participant's Form. (Appendix K)

## CONCLUSIONS AND RECOMMENDATIONS

The Continuation of Pilot Program for Training Placement Personnel completed its third year of operation. The PPTPP must be considered a success, in that twelve additional interns received training as placement coordinators and participating LEAs appear to be pleased with program results. Additionally, the program has been funded for a fourth year and intern positions have been increased to fourteen.

The following conclusions seem to be realistic, based on the information from the three-year operation of this project:

1. Placement coordinator training, as administered through this project has been viewed as a benefit to the LEA and to the student participants.
2. It was determined that the developed transportable model adequately represents a system for training placement coordinators.
3. Greater developmental progress has been made by LEAs that have participated in the PPTPP over a two year period.
4. Success in the development of an effective placement service seems in part to be determined by: an effective training program for placement coordinators, the support and developmental initiative of the LEA, and the acceptance of the school based placement coordinator by school faculties, school administrators, parents, the LEA's business community, and more importantly, by the students.

Based upon the aforementioned conclusions, the project staff made the following recommendations:

1. An additional year of the project's existence should be devoted to refinement of the transportable model.
2. A specialized placement program of course work within the Vocational Education Studies Department should be offered.
3. Attempts should be made at in-servicing LEA administrators, parents, and employers relative to the merits of a successful placement program.
4. Attempts should be made to follow-up on placement programs that have proved to be successful. In this way, a study of those variables which are found to indicate program success can be utilized in facilitating the development of placement programs.

APPENDIX A TRANSPORTABLE MODEL

I. SERVICES TO SCHOOL PERSONNEL

| COMPETENCY | PERFORMANCES | ACTIVITIES |
|---|---|---|
| 1.0 The placement coordinator will be able to work within the school environment with all personnel involved in the total education process. | 1.1 Communicate with library personnel and utilize their skill in maintaining a library of current career information. | 1.1a Visit a library with a well developed career information collection and have the librarian review the collection.<br>1.1b Discuss with a librarian possible sources of free career information materials.<br>1.1c Compile a bibliography of current career information materials. |
| | 1.2 Assist colleagues and others in the interpretation and utilization of follow-up data. | 1.2a Analyze follow-up data collected by an LEA with other class members.<br>1.2b Text: Placement Services: A Training Manual, Chapters 2 and 9. |
| | 1.3 Utilize follow-up data from a variety of sources to effect change in the operation of the school. (e.g., administration, teaching content, counseling, and curriculum development). | 1.3a Seminar presentation: LEA administrators and staff members who have used follow-up data to initiate changes.<br>1.3b Text: Placement Services: A Training Manual, Chapter 9. |
| | 1.4 Confer with colleagues regarding individual student needs or difficulties associated with student placement. | 1.4a Text: Placement Services: A Training Manual, Chapter 3.<br>1.4b Survey colleagues to ascertain student problems and needs associated with placement services. |

| COMPETENCY | PERFORMANCES | ACTIVITIES |
|---|---|---|
| | 1.5 Inform school colleagues of placement processes, activities, and encourage their participation in the placement process. | 1.5a Meet with faculty and administrative personnel and explain concepts of school-based placement services.<br>1.5b Develop a continuing PR campaign to keep a school faculty informed of placement services.<br>1.5c Text: Placement Services: A Training Manual, Chapters 1 and 2. |
| | 1.6 Identify and describe the placement processes, career development, and career decision-making theories to faculty and administrative personnel. | 1.6a Develop a set of transparencies or PR materials for distribution to faculty and administrative personnel explaining the placement process, career development, and career decision-making theories.<br>1.6b Text: Placement Services: A Training Manual, Chapter 10.<br>1.6c Text: CAPS, pp. 89-110.<br>1.6d Seminar presentation: Career decision-making theories. |
| | 1.7 Encourage teachers in all academic areas to develop units of study concerned with occupations and career information. | 1.7a Collect, organize, and distribute to all faculty members units of study concerned with occupations and career information.<br>1.7b Text: A Curriculum Guide for Pre-Employment Skills, make available reference copies for use by faculty.<br>1.7c Text: CAPS, make available reference copies for use by faculty.<br>1.7d Seminar presentation: Introduction of pre-employment skill training into different curricula areas. |

| COMPETENCY | PERFORMANCES | ACTIVITIES |
|---|---|---|
| | 1.8 Become a teaching resource person on career information and assist faculty personnel to utilize this information in daily teaching activities. | 1.8a Develop units of study from CAPS and A Curriculum Guide for Pre-Employment Skills for classroom personnel use.<br>1.8b Seminar presentation: Use of the CAPS manual and A Curriculum Guide for Pre-Employment Skills. |
| | 1.9 Encourage all school personnel to assist in the placement process. | 1.9a Develop a PR campaign to encourage cooperation of all school personnel in the placement process.<br>1.9b Seminar presentation: PR and advertising techniques.<br>1.9c Seminar presentation: Effective use of broadcasting and other forms of mass communication. |

## II. SERVICES TO EMPLOYERS

| COMPETENCY | PERFORMANCES | ACTIVITIES |
|---|---|---|
| 2.0 The placement coordinator will have the ability and skills to work with local, regional, state, and national employers in satisfying their employment needs. | 2.1 Initiate personal contact with all local employers to determine their present and future labor force needs. | 2.1a Develop a card index file of all potential employers within your LEA's immediate geographic area.<br>2.1b Conduct a local employment needs survey.<br>2.1c Contact all potential local employers and inform them of your placement service. |
| | 2.2 Work with regional, state, and national employers to develop comprehensive understanding of correct working procedures for fulfilling employer needs; to include delineation of job requirements and job application procedures. | 2.2a Secure and develop a resource file of job application forms.<br>2.2b Secure and develop a resource file of job descriptions.<br>2.2c Text: A Curriculum Guide for Pre-Employment Skills, pp. 62-109. |
| | 2.3 Communicate to potential employers information regarding personnel available for employment. | 2.3a Design a publication or newsletter for distribution to local employers.<br>2.3b Utilize the local media for PR.<br>2.3c Seminar presentation: Using the mass media for PR. |
| | 2.4 Communicate with potential employers placement service information that your office has available. | 2.4a Design a publication or newsletter for distribution to local employers.<br>2.4b Place local employers on a free mailing list for the school newspaper. |

| COMPETENCY | PERFORMANCES | ACTIVITIES |
|---|---|---|
| | 2.5 Establish an external advisory committee. | 2.5a Text: Placement Services: A Training Manual, Chapter 4.<br>2.5b Seminar presentation: Establishing and working with advisory committees. |
| | 2.6 Conduct an occupational analysis to identify the qualifications required for pre-entry into specific occupations in the local community. | 2.6a Establish a resource file of job descriptions.<br>2.6b Text: Placement Services: A Training Manual, Chapters 7 and 8. |
| | 2.7 Orient employers to the school-based placement services program. | 2.7a Organize a workshop for community employers.<br>2.7b Text: Placement Services: A Training Manual, Chapter 5.<br>2.7c Design a ten minute speech or program for presentation to groups of employers. |

## III. ADMINISTRATIVE DUTIES AND SERVICES

| COMPETENCY | PERFORMANCES | ACTIVITIES |
|---|---|---|
| 3.0 The placement coordinator will have the ability to organize, direct, and maintain the functions of the placement services office located within the school. | 3.1 Design and develop a total placement record keeping system. | 3.1a Text: Placement Services: A Training Manual, Chapter 8.<br>3.1b Tour of a functioning placement center.<br>3.1c Text: CAPS, pp. 89-110, 7-31. |
| | 3.2 Design and develop a functional office and/or working space to be accessible to all students, for the placement services within the school. | 3.2a Tour of a high school placement center.<br>3.2b Tour of a college placement center.<br>3.2c Seminar presentation: Developing a functioning placement center by a placement director. |
| | 3.3 Design, utilize, and interpret tools and techniques of data collection such as, questionnaires, interviews, and tests. | 3.3a Seminar presentation: Interviewing techniques.<br>3.3b Seminar presentation: Follow-up studies.<br>3.3c Text: Placement Services: A Training Manual, Chapter 9. |
| | 3.4 Maintain a collection of free take-out career information within the placement office and encourage students to take advantage of this material. | 3.4a Seminar presentation: Sources of career information materials by a librarian.<br>3.4b Write local, regional, state, and national business concerns requesting free materials and placement on their mailing lists. |

| COMPETENCY | PERFORMANCES | ACTIVITIES |
|---|---|---|
| | 3.5 Accurately and systematically report relevant information such as, follow-up, occupational location, status, and performance of past students to the chief school officer. | 3.5a Develop concise periodic reports delineating activities of the placement service.<br>3.5b Review placement statistics furnished by a placement service.<br>3.5c Seminar presentation: Local labor statistics by a job service representative. |
| | 3.6 Coordinate the functions of the placement services office with other school administrative offices. | 3.6a Text: CAPS, pp. 33-67.<br>3.6b List types of coordination activities for a placement office. |
| | 3.7 Insure that the placement services office works with and through faculty committees. | 3.7a Secure administrative approval for the placement service to be a part of all faculty committees.<br>3.7b Text: Placement Services: A Training Manual, pp. 91-117. |
| | 3.8 Join with other people who choose to advance the role and profession of placement coordination. | 3.8a Text: CAPS, p. R6. Join a professional association.<br>3.8b Establish a local advisory committee for placement services. |

| COMPETENCY | PERFORMANCES | ACTIVITIES |
|---|---|---|
| | 3.9 Design a filing system for student records, list of employers, technical schools, colleges, and job information. | 3.9a Establish a community contact file of employers and key individuals.<br>3.9b Get on industry, company, university, etc., mailing lists. |
| | 3.10 Secure bulletin board space designated only for posting placement materials. | 3.10a Design bulletin board displays publicizing the placement services and its activities.<br>3.10b Seminar presentation: Techniques of advertising placement services. |

## IV. SERVICES TO STUDENTS

| COMPETENCY | PERFORMANCES | ACTIVITIES |
|---|---|---|
| 4.0 The placement coordinator will possess the ability and skills to provide services to all students by assisting them in securing suitable employment, satisfactory training within the local school, and/or additional training or education beyond the local school which will prepare them for entrance into the world of work. | 4.1 Assist students in making course selections based on assessments of job interest, abilities, and aptitudes. | 4.1a Seminar presentation: Aptitude and vocational interest testing.<br>4.1b Seminar presentation: Career decision-making theories. |
| | 4.2 Conduct interviews for assessing student interest, abilities, and aptitudes in relation to job placement. | 4.2a Seminar presentation by placement coordinator.<br>4.2b Text: Placement Services: A Training Manual, Chapter 6.<br>4.2c Text: CAPS, pp. 69-88. |
| | 4.3 Interpret information from student records and tests for assessing interests, abilities, and aptitudes. | 4.3a Text: CAPS, pp. 69-88.<br>4.3b Seminar presentation by placement coordinator.<br>4.3c Seminar presentation by job service placement counselor.<br>4.3d Text: Placement Services: A Training Manual, Chapter 11. |
| | 4.4 Select, screen, and refer students for employment and educational opportunities. | 4.4a Seminar presentations by college recruiters.<br>4.4b Seminar presentation by proprietary school recruiter.<br>4.4c Seminar presentation by job service placement counselor.<br>4.4d Text: A Curriculum Guide for Pre-Employment Skills, pp. 33-61.<br>4.4e Seminar presentation by military recruiter.<br>4.4f Text: Placement Services: A Training Manual, Chapter 12. |

| COMPETENCY | PERFORMANCES | ACTIVITIES |
|---|---|---|
| | 4.5 Confer with students regarding placement progress, problems and/or difficulties. | 4.5a Seminar presentation by coop coordinator concerning student employment problems.<br>4.5b Text: A Curriculum Guide for Pre-Employment Skills, pp. 114-128.<br>4.5c Text: Placement Services: A Training Manual, Chapter 11. |
| | 4.6 Teach students viable procedures for obtaining employment, utilizing interview techniques, writing resumes, filing applications for employment, etc. | 4.6a Text: Placement Services: A Training Manual, Chapter 7, 8, and 12.<br>4.6b Text: A Curriculum Guide for Pre-Employment Skills, pp. 15-32.<br>4.6c Seminar presentation: Writing resumes and filling out job application forms.<br>4.6d Seminar presentation: Hiring and firing procedures by personnel manager.<br>4.6e Seminar presentation by representative of the job service. |
| | 4.7 Refer students for testing to obtain additional data to assist in interpreting individual strengths and weaknesses. | 4.7a Seminar presentation: Aptitude and vocational interest testing.<br>4.7b Seminar presentation on interpretation of test results. |

| COMPETENCY | PERFORMANCES | ACTIVITIES |
|---|---|---|
| | 4.8 Communicate to students the legal aspects of placement with respect to labor laws and regulations regarding employment of minors and minorities. | 4.8a Text: Placement Services: A Training Manual, Appendix A, Appendix F-11.<br>4.8b Text: A Curriculum Guide for Pre-Employment Skills, pp. 150-155.<br>4.8c Seminar presentation: Labor, affirmative action, and civil rights laws. |
| | 4.9 Provide the student with realistic work activities within the educational environment by utilizing employers, labor union representatives, and others for school workshops and courses and/or field trips. | 4.9a Seminar presentation by union business agent.<br>4.9b Seminar presentation by personnel managers.<br>4.9c Seminar presentation by DVR representative.<br>4.9d Seminar presentation by small business administration.<br>4.9e Field trips to different area employment concerns.<br>4.9f Organize a career day for a LEA. |
| | 4.10 Utilize, implement, or create audio visual systems and other sources of media to stimulate pre-employment skill training. | 4.10a Compile a list of free audio-visual materials.<br>4.10b Develop audio visual materials for use with the CAPS resource manual and A Curriculum Guide for Pre-Employment Skills. |

## V. SERVICES TO COMMUNITY

| COMPETENCY | PERFORMANCES | ACTIVITIES |
|---|---|---|
| 5.0 The placement coordinator will have the ability to implement and maintain community contact; for the purpose of promoting placement services within the local community. | 5.1 Interpret data and analyze future occupational needs from local, regional, state, and national labor market projections. | 5.1a Text: Placement Services: A Training Manual, Chapter 9.<br>5.1b Seminar presentation: Interpreting labor statistics. |
| | 5.2 Inform private and governmental employment agencies of available personnel from secondary and/or community college programs. | 5.2a Text: Placement Services: A Training Manual, Chapters 5 and 6.<br>5.2b Establish a mailing and telephone list of employment agencies. |
| | 5.3 Publicize follow-up findings. | 5.3a& 5.4a Design a newspaper release. |
| | 5.4 Inform the public about placement service activities through utilization of the mass media, such as local newspapers, radio and television, and through specialized delivery systems, such as local employment agencies, school faculty and administration, community speaking bureaus and school newspapers. | 5.3b& 5.4b Design a radio and television public service announcement.<br>5.3c& 5.4c Text: Placement Services: A Training Manual, Chapter 10.<br>5.3d& 5.4d Design a ten minute speech or program for presentation to community civic organizations. |
| | 5.5 Acknowledge and utilize assistance and support from students, parents, faculty, administration, and community resources. | 5.5a Text: Placement Services: A Training Manual, Chapter 5.<br>5.5b Publicize the help and assistance, received by your placement service. |

| COMPETENCY | PERFORMANCES | ACTIVITIES |
|---|---|---|
| | 5.6 Confer with parents on the scheduling of instruction, placement, and/or follow-up of students. | 5.6a Schedule conferences with parents.<br>5.6b Text: CAPS, pp. 111-122. |
| | 5.7 Plan and develop special activities such as Career Day, radio talk shows, panel discussions, committee meetings, and speeches at local civic groups. | 5.7a Submit a plan for a school career day.<br>5.7b Design PR materials for placement service. |
| | 5.8 Utilize membership in civic clubs, professional organizations, and other groups within the community. | 5.8a List influential community civic groups.<br>5.8b Join a civic community group.<br>5.8c Text: CAPS, p. R6. |

APPENDIX B EVALUATION PPTPP

NUMBER OF PERFORMANCES COMPLETED

| Performances | 9/11/78 - 3/30/79 |
|---|---|
| 1.1 | 15 |
| 1.2 | 8 |
| 1.3 | 23 |
| 1.4 | 26 |
| 1.5 | 22 |
| 1.6 | 11 |
| 1.7 | 5 |
| 1.8 | 22 |
| 1.9 | 14 |

| Performances | 9/11/78 - 3/30/79 |
|---|---|
| 2.1 | 86 |
| 2.2 | 12 |
| 2.3 | 81 |
| 2.4 | 31 |
| 2.5 | 12 |
| 2.6 | 9 |
| 2.7 | 40 |

| Performances | 9/11/78 - 3/30/79 |
|---|---|
| 3.1 | 15 |
| 3.2 | 4 |
| 3.3 | 44 |
| 3.4 | 37 |
| 3.5 | 46 |
| 3.6 | 23 |
| 3.7 | 5 |
| 3.8 | 34 |
| 3.9 | 12 |
| 3.10 | 24 |

| Performances | 9/11/78 - 3/30/79 |
|---|---|
| 4.1 | 52 |
| 4.2 | 24 |
| 4.3 | 45 |
| 4.4 | 95 |
| 4.5 | 50 |
| 4.6 | 76 |
| 4.7 | 12 |
| 4.8 | 4 |
| 4.9 | 6 |
| 4.10 | 18 |

| Performances | 9/11/78 - 3/30/79 |
|---|---|
| 5.1 | 6 |
| 5.2 | 11 |
| 5.3 | 11 |
| 5.4 | 46 |
| 5.5 | 19 |
| 5.6 | 12 |
| 5.7 | 28 |
| 5.8 | 4 |

# APPENDIX E

## RESOURCE PERSONNEL

Department of Adult, Vocational and Technical Education

Dr. Richard Hofstrand, Research and Development staff DAVTE. Dr. Hofstrand discussed with class members procedures to be followed in responding to request for proposals RFP.

Illinois Job Service

Arthur Gottlieb, Veteran's Employment Representative, Murphysboro, Illinois, explained the historical development and present status of Child Labor Law, minority employment, and other legal aspects of employment. Project interns became aware of the legal mandates under which both employers and placement personnel must operate.

Jeff Lingle, Regional Employment Service Office, provided the interns with employment statistics for the southern 33 counties in Illinois, and covered the services offered by his office to schools for graduating seniors not going on to college.

Illinois Department of Labor

Jack Kull and Tony Levill, Field Officers for the Illinois Department of Labor, explained the services that their agency provides in enforcing labor laws within the state. Their presentation also included interpretation of child labor laws and the differences between federal and state laws.

Representatives of Business, Education, Government, and Community Organizations

Sergeant Kidd, Recruiter, U.S. Air Force Recruiting Service, Carbondale, Illinois, participated in a seminar discussion of possible non-college post-secondary career and training opportunities. The military option available to high school graduates was presented

in terms of career and training opportunities, test score standards, and required personal qualifications.

Ken Lockard, CETA coordinator for the Shawnee Development Corporation, Vienna, Illinois, conducted a seminar in which he presented the procedures for writing CETA proposals and how these proposals are accepted or rejected. Additional time was spent in helping interns understand CETA guidelines.

Oletha Gordon, Personnel Manager, Freeman United Coal, West Frankfort, Illinois, discussed employment procedures used in coal mines operated by Freeman United. Additionally, she explained her role as a personnel manager in the actual hiring of qualified workers.

Rodney Rea, Director of Training, Missouri Pacific Railroad, St. Louis, Missouri, arranged a class session for interns at the home office of the railroad. Speakers from various divisions within the company explained their jobs and available job opportunities.

Dorothy Springs, Proprietor of Little Egypt Employment Agency, Herrin, Illinois, introduced the interns to the functions, fee structure, and services of private employment agencies. This presentation helped interns realize how private employment agencies can be a possible community resource used in a total school based placement program.

Southern Illinois University

Dr. John Kurtz, Assistant Professor, Radio-Television, presented practical insights and methods on how interns can make use of the local media in accomplishing the objectives of their placement programs. Interns learned what types of materials were most appropriate for each medium, possible methods of approaching media personnel, and suggestions

as to how the media can be used to publicize various aspects of placement services.

Bill Pyle, Project Director, Southern Illinois Talent Search Center, explained many of the programs of financial and academic aid available to disadvantaged populations. The presentation provided practical guidelines for securing aid under many programs and offered realistic methods of relating to and helping the disadvantaged pursue advanced education or training.

Dr. Richard Hagberg, Counseling Psychologist, Career Planning and Placement Center, presented a seminar concerning career decision-making models and different career development theories. The ideas and theories of Super, Roe, and Holland were discussed by Dr. Hagberg and the class.

Dr. William Westberg, Administrative Sciences, SIU-C, drew upon his broad background experiences in personnel management and gave an indepth analysis of what employers look for in the job application, job interview, and certain types of pre-employment tests.

Ralph Arnold, Counselor, Career Planning and Placement Center, SIU-C, reviewed tests and testing procedures used by counselors in assisting individuals in their career decision-making process.

Sue Rehwaldt, Placement Counselor, Career Planning and Placement Center, SIU-C, presented a comprehensive review of resume writing techniques and procedures used in the job search.

Valerie Brew, Placement Counselor, Career Planning and Placement Center SIU-C, presented information concerning the problems in placing handicapped students and the services available for assisting handicapped students.

Terry Barnes, Research Assistant, Department of Vocational Education Studies, SIU-C, gave a summation of the activities of the Proprietary Education Project at SIU-C. He also explained advantages and disadvantages of proprietary education schools.

APPENDIX F

INTERNS, ADMINISTRATORS, AND SUPERVISORS

| | |
|---|---|
| INTERN: | Francis Boyd, Cooperative Education Coordinator |
| ADMINISTRATOR: | Edward Geiselman, Director<br>Mt. Vernon Area Vocational Center<br>Mt. Vernon, Illinois 62864 |
| SUMMER INTERNSHIP SUPERVISOR: | Mr. James Haire<br>Research and Development<br>DAVTE<br>Springfield, Illinois 62777 |
| INTERN: | John Brillhart, Counselor |
| ADMINISTRATOR: | Mr. Bill Reynolds, Principal<br>Dupo Senior High School<br>Dupo, Illinois 62239 |
| SUMMER INTERNSHIP SUPERVISOR: | St. Clair County Consortium<br>CETA<br>Belleville, Illinois 62220 |
| INTERN: | Jack Fyke, Placement Director |
| ADMINISTRATOR: | Ardell Kimmel, Dean<br>Rend Lake Community College<br>Ina, Illinois 62846 |
| SUMMER INTERNSHIP SUPERVISOR: | Rennie Minton<br>Kaskaskia Community College<br>Centralia, Illinois 62801 |
| INTERN: | Mary Ann Kluge, LD Coordinator |
| ADMINISTRATOR: | Ray Lowery, Principal<br>Tamaroa High School<br>RR #2, Box 92<br>Tamaroa, Illinois 62888 |
| SUMMER INTERNSHIP SUPERVISOR: | Dr. Harvey Ideus, Director<br>Career Planning & Placement Center<br>Southern Illinois University<br>Carbondale, Illinois 62901 |

| | |
|---|---|
| INTERN: | Nathaniel McKnuckles, Administrative Assistant |
| ADMINISTRATOR: | James Little, Director, Vocational Education<br>East St. Louis School District #189<br>9th and State Street<br>East St. Louis, Illinois 62201 |
| SUMMER INTERNSHIP SUPERVISOR: | Floyd Ray<br>Illinois State Employment Agency<br>North 20th Street<br>East St. Louis, Illinois 62201 |
| INTERN: | Linda B. Mitacek |
| ADMINISTRATOR: | Joe Hoceuar<br>Eldorado High School<br>Illinois Avenue<br>Eldorado, Illinois 62930 |
| SUMMER INTERNSHIP SUPERVISOR: | Illinois Job Service<br>Parker Plaza<br>Harrisburg, Illinois 62946 |
| INTERN: | Kathryn Parrish, Coorindator, Project Rebound |
| ADMINISTRATOR: | Paul Karber, Director<br>Carbondale Vocational Center<br>Carbondale, Illinois 62901 |
| SUMMER INTERNSHIP SUPERVISOR: | Dr. Harvey Ideus, Director<br>Career Planning & Placement Center<br>Southern Illinois University<br>Carbondale, Illinois 62901 |
| INTERN: | Norma L. Parrish, Counselor |
| ADMINISTRATOR: | Robert Schluter, Principal<br>Cobden Senior High School<br>P.O. Box 158<br>Cobden, Illinois 62920 |
| SUMMER INTERNSHIP SUPERVISOR: | Shawnee Development Corporation<br>CETA<br>Vienna, Illinois 62995 |

| | |
|---|---|
| INTERN: | Jon Rivers, Drafting Instructor |
| ADMINISTRATOR: | Dr. Jack Hill, Dean<br>John A. Logan Community College<br>Carterville, Illinois 62918 |
| SUMMER INTERNSHIP SUPERVISOR: | Dr. Harvey Ideus, Director<br>Career Planning & Placement Center<br>Southern Illinois University<br>Carbondale, Illinois 62901 |
| INTERN: | Don Siefert |
| ADMINISTRATOR: | Paul Karber, Director<br>Carbondale Vocational Center<br>Carbondale, Illinois 62901 |
| SUMMER INTERNSHIP SUPERVISOR: | Thurman Donnelly<br>City of Carbondale Manpower & Training Development<br>CETA<br>Carbondale, Illinois 62901 |
| INTERN: | Don Wasson, Welding Instructor |
| ADMINISTRATOR: | James Little, Director, Vocational Education<br>East St. Louis School District #189<br>9th and State Street<br>East St. Louis, Illinois 62201 |
| SUMMER INTERNSHIP SUPERVISOR: | Mr. Jim Mertz<br>Illinois Job Service<br>East St. Louis, Illinois 62201 |

APPENDIX G

SAMPLE LOG

GENCY_____ NAME OF INTERN_____

DAILY INTERNSHIP ACTIVITY LOG

| DATE | RELATED TO COMPETENCY NUMBER | DESCRIPTION OF ACTIVITY |
|---|---|---|
| 0/30 | 2.7 | Contacted 5 employers by phone.<br>Visited K-Mart (Debbie Hill). They need 19 people - part time permanent and part time temporary Christmas help. One student placed at Carbondale Bowl. |
| 10/31 | 3.6<br><br>2.7 | Called Guidance Counselor for supply of John A. Logan Admission blanks.<br>One student requested it through follow-up.<br><br>Made additional calls setting up appointments.<br>Visited Sears - (Pam) Got job orders for sales and auto.<br>Reviewed material received from John A. Logan |
| 11/1 | 2.7<br>4.4 | Made appointment with personnel person at Penney's.<br>Sent 3 students for job interviews - Sears & K-Mart<br>Contacted D.E. Coordinator re: people to fill K-Mart positions as well as Rebound Coordinator<br>Checked in 5 questionnaires |

COMPETENCIES:

GENCY_____ NAME OF INTERN_____

DAILY INTERNSHIP ACTIVITY LOG

| DATE | RELATED TO COMPETENCY NUMBER | DESCRIPTION OF ACTIVITY |
|---|---|---|
| 11/2 | 4.6<br>2.7<br><br>2.7 | Sent out John A. Logan app. to former student.<br>Visited Bank of Carbondale. Talked with Lenore Gale of Personnel - left card & questionnaire.<br>Visited Wal-Mart. Talked with Harold Robinson, Mgr.<br>Received employer questionnaire from Sears - very complete.<br>Called 3 students re K-Mart positions. |
| 11/3 | 2.4<br>3.4<br>4.6 | Worked on brochure cover and credits for illustrations.<br>Wrote for Educator's Guide to Free Guidance Material.<br>John Silvester of Region 15 came by; talked with him; prepared poster for job listings for Central and Vocational Center.<br>Gave student info. on Child Care program at John A. Logan College. |
| | 2.7 | Called additional employers to set up appts. for next week. |

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COMPETENCIES:

67

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APPENDIX H PUBLICITY ACTIVITIES

Southern Illinois
University at Carbondale
Carbondale, Illinois 62901

Department of Vocational Education Studies
Occupational Education Program

June 12, 1979

M E M O R A N D U M

TO: School Administrators - Southern Illinois

FROM: Wayne S. Ramp, Director
Placement Personnel Training Project

SUBJECT: Request Nomination from your Staff
to Receive In-service Training

A fourth year continuation of the project entitled "Pilot Program for Training Placement Personnel" has again been funded by the Professional and Curriculum Development section of the IOE, Department of Adult, Vocational and Technical Education. As a part of this project, fourteen persons will be selected to receive training as professional placement workers or coordinators. The individuals selected will receive a waiver of tuition and fees at SIU-C for two semesters and the 1979 summer session. They will be enrolled for three semester hours of internship in their respective school systems and will meet once a week for a three semester hour seminar, probably on Monday evenings on the SIU-C campus. During the past three years, forty individuals have completed placement training under this project.

The project will provide internship supervision and up to $900.00 per school to help with any additional telephone, travel or office expenses that might be necessary. The local school will be requested to provide office space with telephone facilities, and at least two clock hours per day to the trainee for placement activities.

If you wish to begin an organized placement service in your school or if you have such a service and wish to up-grade an individual who is responsible for the service, please send their names and addresses by letter or telephone. We hope to have completed our selection process by July 31 because classes begin on August 27 and those selected must be enrolled for project credit during that week.

If you have questions please feel free to call either

Dr. Richard Boss, Assistant Project Director at 536-2381
Dr. Harvey Ideus, Principal Investigator at 453-2391
or myself at 536-2391

A postage paid return envelope and a nomination form is enclosed for your convenience. Thank you for your assistance.

WSR:ts

APPENDIX I SUPERVISOR EVALUATION FORM

TRAINING PLACEMENT PERSONNEL
Southern Illinois University at Carbondale
Department of Vocational Education Studies

Intern's Name _____ Semester _____

The following report should be completed by the supervisor or his agen and presented to the SIU-C representative during this semester. Please indicate your evaluation of the intern for each of the items by placing a check in the appropriate column.

| Items for Evaluation | Rating | | |
|---|---|---|---|
| | Superior | Average | Needs Improvement |
| PERFORMANCE OF DUTY: | | | |
| Place Students Effectively | | | |
| Uses Time Efficiently | | | |
| Problem Solving Ability | | | |
| Quality of Completed Activities | | | |
| Job Confidence | | | |
| Bearing & Behavior | | | |
| Enthusiasm | | | |
| PROFESSIONAL SKILLS: | | | |
| Writing | | | |
| Communicating Verbally | | | |
| Motivating and Training Others | | | |
| Developing Plans or Programs | | | |
| Evaluating Program, Plans & Personnel | | | |
| ATTITUDE TOWARD STUDENT AND COMMUNITY: | | | |
| Safety of Student | | | |
| Supervisory Evaluations | | | |
| Peer Cooperation and Relationships | | | |
| Advisory Committee Members | | | |
| Constructive Criticism from Others | | | |

Please indicate any special projects or assignments completed by the intern during the past four months.

Are there other areas in which SIU-C might contribute to the professional or technical development of this intern? ____ Please specify. Additional remarks:

Please indicate number of hours the intern will work on placement activities during this reporting period (_____ to _____): _____ hours.

_____ (Coordinator's Signature)

_____ (Supervisor's Signature)

Grade: A B C
(Please encircle)

_____ (Title/Rank)

## APPENDIX J

Project participants were requested to provide data in three subject areas: additional cost per student, number of placements, and changes in the attitudes of fellow workers and administrators toward placement. Nine of the twelve participants furnished usable data in the three subject areas.

Expenditures varied widely from school to school and depended somewhat upon which expenditures were considered to be "above normal". Costs reported by the nine schools totaled $8,538.87 with individual school cost ranging from a low of $200.00 to a high of $2,192.98. The nine project participants placed an aggregate total of 460 students in the world of work. Based upon the reported figures, the average additional cost per student was approximately $18.56.

This cost does not reflect the contributions each placement made for the school in terms of articulation between community and institution. It is probable that per placement expenditures were considerably less than the financial support that would have been required of these individuals had they remained unemployed.

In addition to the obvious advantages to those students placed in jobs, students who did not immediately enter the labor market benefitted from training in employment skills. Students without previous knowledge in the job seeking market are now better prepared to face the challenge of getting a job.

The success of an effective placement service requires the support and developmental initiative of the LEA. A positive relationship can be

found between LEA acceptance, number of placements achieved, and total costs reported. Acceptance and changes at the LEA were both subtle and direct, although not all were positive, as may be seen in the following direct quotations.

> The meeting with _ _ _ _ _ _ (the principal) was less than enthusiastic. I used the same approach [CETA funded employee] and suggested clerical assistance in order for the activities to continue. His response was that our school was too small and funds too limited to hire a person for this purpose. I reminded him that placement activities were written into the 1 and 5 year plans under the functions of guidance and that I needed help in meeting those demands. I explained what I was doing to encourage pre-employment skills development, but there simply was not enough time for job development too. He recognized the problem, but added "you will have to do what you can in the time you have." (I think he suspected I would still work at it even if I received no assistance.)
>
> After 9 months job placement remains a low priority. Administrative support is lacking and our vocational program needs improvement. Personally, I doubt that significant changes will occur unless the state makes formal demands for improvement.

> We want to initiate a Placement Program that will take care of the complete district, even down to and including, the Junior High Schools, when practical. Not only do we want to handle the sixteen through twenty year olds who are, possibly, in the High School, but we want to handle the people who are beyond high school and came back for assistance.
>
> Efforts are now being made to initiate placement at the Junior High level, and if this project proves successful, it will be extended to all four Junior High Schools. Eventually, it is the plan to have a Department of Placement Service organized for the sole purpose of placing all students who exit from the schools, as they make the transition from school to the world of work.

> In the beginning, we were not welcome with open arms, mainly because they did not know what we were doing. Since then, we have utilized the teachers by asking them for students in particular jobs. Although we have not placed a great number of students, the work we did with the teachers helped build our program with respectibility.
>
> The Placement Program will be an ongoing program. The administration has been very supportive of the project.
>
> There has been a definite attitude change in many of the vocational teachers. Communication has improved and they often come to me or ask my opinion about placement of students.
>
> There have been some positive changes in my attitude also. My placement activities have shown me more clearly than ever how much students need assistance in planning for, locating, obtaining, and retaining employment. After my work this year, I feel more comfortable and qualified to deal with their needs in exploring the job market.
>
> The positive changes at the high school were among the administration and the counselors, finding that the program helped, not hindered, and did not steal anyones thunder or threaten any positions.

The success of the project, perhaps, can be best shown in the words of one participant:

> Without going into a lot of detail, I can best sum the success of this program by the acceptance we have gained. When the superintendent calls you up and asks you how many periods would you recommend for job placement, then you have made a definite impression.

APPENDIX K EVALUATION FORM
STATE BOARD OF EDUCATION
ILLINOIS OFFICE OF EDUCATION
Department of Adult, Vocational and Technical Education
100 North First Street
Springfield, Illinois 62777

WORKSHOP EVALUATION
Participant's Form

Workshop Title: _____

Agency or Institution: _____

The activity you have just completed was supported by the Illinois Office of Education. Your appraisal of the activity will aid in improving future activities. Return this form to the workshop leader, or properly fold, fasten, stamp, and mail directly to the address on the reverse side

Please rate the workshop by placing an "x" along the following continuums.

In terms of helping learners become employable, how great a need has this activity attempted to fulfill?

(Great need) | 12 | | | | (Insignificant need)

How well was the workshop organized?

(Well organized) | 10 | 2 | | | (Lacked organization)

How applicable to your needs was the workshop content?

(Very applicable) | 12 | | | | (Inapplicable)

How would you recommend this workshop to someone who has a similar job?

(Highly recommended) | 12 | | | | (Don't bother to go)

How would you rate the instructor? (If more than one, write in the name along the continuum where he or she would be placed.

(Excellent) | 10 | 2 | | | (Poor)

How appropriate was this activity in terms of what you believe to be adult, vocational and technical education?

(Very appropriate) | 12 | | | | (Inappropriate)

To what degree will what you have learned affect your behavior in your job?

(Considerably) | 11 | 1 | | | (Very little)

How much do you feel you learned?

(More than anticipated) | 11 | 1 | | | (Less than expected)

How much material was presented?

(Too much for the time available) | 2 | 9 7 1 | | (Not enough for the time expended)

. How would you rate the activity overall?

(Excellent) | 12 | | | | (Unsatisfactory)

What are your needs for in-service activities for the future? Please list specific topics.

Please relate additional comments on this workshop on the reverse side.